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ABSTRACT

The practicum process at Nova University is designed to enable the participants in the Ed.D. Program for Community College Administrators and Faculty to investigate an educational problem at his or her own institution, and to reach conclusions and offer recommendations related to effecting a change at the institution. The primary purpose of this guide is to explain what Nova University expects of the practicum participants and to provide guidelines in the preparation of practicum proposals and the final report. The guide is organized into the following sections: Introduction; What Is a Practicum; Selection of Practicum Topics (curriculum development, applied educational research and evaluation, college governance, learning theory and applications, societal factors, or educational policy systems); Examples of Practicum Topics; Joint Practicums (groups of two or three participants); Practicum Proposal (submission, evaluation, format, title page, and check sheet); and Final Practicum Reports (submission, format, title page, evaluation, submission of abstract, style manual, and peer signature sheet). (DB)

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PRACTICUMS

National Ed.D. Program
for
Community College Faculty

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Fort Lauderdale, Florida

JC 730 201

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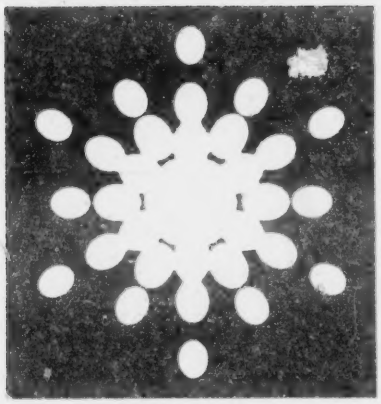

Dear Participant:

In every successful advanced degree program there exists a mechanism for testing ideas; in the Nova University program that mechanism is the practicum. In most traditional programs this idea "proving ground" is a balance beam where the domains of knowledge form the standards. Each student in those programs is expected to challenge the existing system of ideas with some of his or her own. For the most part, the ideas tested in graduate programs are synthetic "tidbits" designed to let the student "look at but not touch" the sophisticated world of discovery. The practicum in your program is much more than this; it is your ticket to touch and test the real system where discovery and innovation thrive.

Nova University invites you to open your institution and use it as a developmental laboratory to generate fresh solutions to problems. You might consider this process a form of "cracking the coconut". Nova urges you to test your ideas on the real world--on real students and real things. The practicum will be the record of your investigations. Use it as a wedge to insert your ideas into the system. Use it as a mechanism for positive change.

John A. Scigliano
Program Director

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INTRODUCTION

This guide is designed to assist participants enrolled in the Ed. D. Program for Community College Administrators and Faculty in fulfilling the practicum requirements.

The primary objective of this guide is to explain what Nova University expects of participants as they engage in the practicum process. In addition, this provides guidelines for participants to follow in the preparation of practicum proposals and the final practicum report.

The guide is organized in sections according to the major components related to the practicum process. These components are clearly stated in the table of contents. The basic steps required in the execution of a practicum are explained in detail.

The time required to complete a practicum and dates established for submission are outlined. Participants are expected to meet the time schedule and deadlines established by Nova University in the preparation and submission of practicum reports.

This guide also includes criteria used by Nova University in the evaluation of practicum proposals and practicum reports. These criteria are utilized by those persons responsible for reviewing and evaluating any participant's proficiency in completing the practicum process.

As they engage in the practicum process, participants are encouraged to follow the guidelines suggested in this manual. While the guidelines suggest some standardization, they are not intended to deter originality or creativity on the part of participants. Individual problems and designs will be considered on an individual basis; this procedure will be explained in the manual.

WHAT IS A PRACTICUM?

The practicum process in this Ed. D. Program is designed to allow participants to investigate an educational problem identifiable as being of a significant nature. Usually this will enable any participant to investigate a situation directly related to activities of his or her own institution.

Upon completing the investigation, participants should be able to reach conclusions and offer recommendations capable of resulting in positive change for the institution involved. As instances, such recommendations might result in increased student learning, more effective governance procedures, or the implementation of more effective instructional techniques.

Along this line, it is expected that in developing each practicum, participants will carefully identify a problem in their individual institutions that requires investigation. The identification of such problems may result from the participant's own experience or from suggestions or assignments obtained from a superior.

It is a further requirement that the problem be of a <u>significant</u> nature. In other words, Nova University has instituted the practicum requirement in an attempt to provide a mechanism to insure interaction between graduate study and the working environment. Through this process each participant will have an opportunity to translate theory into operational applications.

SELECTION OF PRACTICUM TOPICS

Although the selection of a practicum topic related to each competency area is the responsibility of the individual participant, it is probable that participants will wish to confer with the cluster coordinator as they attempt to identify an appropriate topic. Even though the cluster coordinator has no direct responsiblity in terms of approval or evaluation, this liaison person should be regarded as a trusted ally of the participants. Because of the criteria used in the selection of each cluster coordinator, this person very likely will have wide educational experience and, as a result, may be able to advise participants concerning meaningful problems.

In addition, there well may be occasions following approval of a practicum topic---or during implementation---when problems will arise about which counsel with the cluster coordinator will be helpful.

RELATION OF PRACTICUM TOPICS TO COMPETENCY AREA

There are six basic competency areas included in the Nova University Doctor of Education Program. Related to each of these competency areas is a practicum requirement. Since Nova University awards graduate credit for satisfying the competency requirement in each of the six areas, it is expected that the subject matter of the practicum will be closely related to the subject matter of the specific competency area. The six competency areas are listed below and for each, an example of an appropriate practicum topic is offered:

1. Curriculum Development

   Example: A well planned experiential design where students are subjected to a new instructional strategy and the level of competency of such students is compared to that of a group of students experiencing a traditional instructional approach.

2. Applied Educational Research and Evaluation

   Example: A comparison,utilizing an appropriate statistical test, of the attrition rates between various departments or courses.

3. College Governance

   Example: An examination of the committee structure within the institution and a definition of the responsibilities of each. Conclusions and recommendations should either support the existing committee structure or present an alternative plan that is acceptable to the administration.

4. Learning Theory and Applications

   Example: A thorough examination of a particular theory of learning and its application to instruction in the classroom. Conclusions might be based on either achievement or satisfaction of students.

5. Societal Factors

   Example: An investigation that will identify if the institution is meeting the expressed needs of the community or a particular group of students in terms of a college service.

6. Educational Policy Systems

   Example: An examination of the participation of various constituent groups in the establishment of college policy.

EXAMPLES OF PRACTICUM TOPICS

Below are examples of practicum topics that have been submitted by participants during the 1972-73 year. The topics are categorized according to core modules.

Curriculum Development

. Utilization and Evaluation of Two Personalized Instructional Packages

. Using Self-Instruction To Raise Grades

. A Comparison of Modular and Lecture Instruction

. A Graphic Model of the Systems Approach to Problem Solving

. Vocational Decisions -- A Behavioral Approach

Applied Educational Research and Evaluation

. A Study of the Relationship of Grade Point Average to Future Success of Nursing Students in An Associate Degree Program.

. A Comparison of Grades Students Achieve and How They Rate The Effectiveness of The Instructor

. Experimenter and Experimenter Expectency Effects in The Classroom

. Effects of a Ballet Training Program Upon The Physical Performance of College Male Freshmen

. An Analysis of Academic Achievement and Classroom Attendance

College Governance

. Funding, Developing and Implementing an Automotive Complex.

. Telephone High School Completion For The Physical Handicapped

. Student Participation in College Governance Through Student Government

. Academic Counseling: A Model System

. Designing a Student Evaluation of Faculty Form and a Procedure for its Administration

Learning Theory and Applications

. Using the Conventional Grading System as a Reward for Learning

. Facilitating Learning by the Removal of Test Anxiety

. An Evaluation of Student Performance in Gagne's and Merrill's Memory and Cognitive Levels of Learning

. The Use of Elements of Gestalt Psychology in Teaching a Unit on "Basic Laboratory Equipment"

. Measurement of Approach-Avoidance Attitudes on the Part of Students in Earth Science

Societal Factors

Since no cluster has completed this core module to date, practicum topics are not available at this time.

Educational Policy Systems

. Study of Privileged Communication as it Applies to Student Personnel Workers

. A Strategy to Obtain Faculty Status for College Librarians

. A Study of How Classroom Teachers Can Improve Classroom Management

. Developing a Game of Faculty Senate Politics

. A Political Shuffle Via Operations Research: A Simulated Quantitative Approach

JOINT PRACTICUMS

For the first practicum, it is recommended that participants work in groups of two or three. The synthesis that results from group interaction is likely to result in a more meaningful and acceptable initial practicum.

If two or three participants receive approval to cooperate in the execution of a practicum, the following requirements will be in effect:

a. A clear statement of the responsibility and contribution of each individual participant should be submitted with the proposal and also in the practicum report.

b. It will be the responsibility of each participant to submit an individual summary statement with the practicum report. This should indicate the effect that the execution of the practicum has had upon his or her work. It also should reflect how each individual views the findings as affecting his or her own role in the institution.

For subsequent practicums, it is suggested that participants engage in individual projects, since one of the objectives of the practicum requirement is that participants develop the proficiency to engage in individual investigations and to report their findings. During the three years required to complete the program, each participant is allowed to engage <u>in no more than three joint practicums.</u>

THE PRACTICUM PROPOSAL

SUBMISSION OF THE PRACTICUM PROPOSAL

A practicum proposal, consisting of the practicum check sheet and a two to three page narrative describing the investigation, is to be submitted no later than one month following the first seminar in any core module. It is to be submitted to Nova University through the cluster coordinator.

The proposal will be evaluated by the practicum director at Nova University according to the following criteria:

1. Its relation to the competency area of the core module and to the area of specialization of the participant.
2. Clear identification of the problem accompanied by a statement supporting its significance to some aspect of the community college involved.
3. A complete description of the investigative activity (including methods, techniques and purposes.)
4. The overall appropriateness and general feasibility of the proposed investigation.

Each participant can expect to receive a response from Nova University within ten (10) days of the receipt of the practicum proposal by the practicum director. In most cases, the response will be an approval to undertake the investigation. However, at times, practicum topics or methods of investigation will not be approved. In these cases the practicum director will respond to the participant and will include the specific reasons why the proposal was not approved. In addition, every attempt will be made to suggest alternative activities to the participant.

In order to maintain effective communication, a copy of all correspondence between Nova University and the participant will be sent to the cluster coordinator. In addition, participants are requested to send a copy of all correspondence addressed to Nova University to the cluster coordinator.

PRACTICUM PROPOSAL FORMAT

In order that the two to three page narrative included in the practicum proposal will satisfy the evaluative criteria, participants should adhere to the following organizational plan:

TITLE PAGE

See sample title page on page 12. NOTE: The title of the core module should be indicated on this page.

INTRODUCTION

It is important to indicate in this section why the investigation is being undertaken. This also is the section in which the significance of the study should be presented.

Significance may be shown by a summary of pertinent literature and/or statements by other persons employed by the institution who are in a position to comment on the relevance of the investigation.

This section is most important because it can happen that a particular institution will have a unique problem not common to other institutions. This is the section in which to convince the evaluator that the study is worthy of investigation.

PROCEDURE

In conducting any investigation, an identified procedure must be followed. In this section, this procedure or methodology should be clearly outlined. If a proposed procedure is statistical in type, a statement of

the analysis to be utilized and the reasons for its selection should be included.

EXPECTATIONS

If a study genuinely fulfills the objectives of a practicum, there will be some resulting activity. (For example, decisions concerning institutional policy, instructional programs or governance procedures are the types of outcomes that may result).

In some cases, a hypothesis may be stated in this section. In other words, this is the place to state what are the expected outcomes.

PRACTICUM PROPOSAL CHECK SHEET

Participants are required to complete a practicum proposal check sheet (page 13) which will be submitted with the narrative.

(Suggested Format for Practicum Proposal Title Page)

TITLE OF PROPOSED PRACTICUM

CORE MODULE

by

John Doe, M. A.

Institution

CLUSTER COORDINATOR

A PRACTICUM PROPOSAL PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

DATE

For Office Use Only

Practicum Director's
Approval ___yes ___no

Date Approval Was Mailed _____

For Office Use Only

Cluster _____

Multiple Practicum ___yes ___no

Date Received _____

PRACTICUM PROPOSAL CHECK SHEET*

1. Name of participant(s): _____

_____

_____

Cluster: _____ Date: _____

2. Job title: _____

3. Area of specialization (circle one)

a) Administration
b) Behavioral Sciences
c) Engineering Technology
d) Curriculum and Instruction

4. Title of the practicum: _____

_____

_____

5. What change in your institution are you proposing? _____

_____

_____

6. Where will the practicum be carried out?

Institution: _____

Department: _____

7. Does the design contain criteria for measuring the results of the practicum? _____

8. What are the required inputs?

a) Estimated number of man-hours to do the practicum, and by whom?

_____

b) Are needed facilities and other means available?

_____

Note: If the performance of the practicum requires prior approval from a superior, has such approval been secured?

_____

refer to page 2

c) Time span -- when (date) will the practicum be started and when (date) is it expected to end?

_____

d) In case of a joint practicum, has the role of each practitioner been clearly and fully described?

_____

9. Nova University target date for submitting proposal _____

_____

10. Nova University target date for completed practicum _____

_____

* As an aid to the participant in drawing up a practicum proposal (and for evaluation), this check sheet should be filled out and submitted with the proposal.

THE FINAL PRACTICUM REPORT

SUBMISSION OF THE PRACTICUM

When the practicum is in final form, the participant must obtain three peer signatures. The peers will be members of the cluster to which the participant belongs. Each peer reader is required to sign the practicum report, indicating that he or she has read the document in its final form.

Peer readers are not "accountable" for the content or quality of the practicum report. The signature merely signifies that the practicum has been read by the peer.

The two most important reasons for this requirement are:

1. Information and exposure: This makes possible greater understanding of what another constituent group within the same institution has undertaken, as well as providing for the exchange of inter-institutional information. As a result of the practicum, it is expected that participants will become better informed about a variety of activities involved with the operation of a community college.
2. A critique: A peer reader may raise questions concerning certain aspects of the practicum report. This may lead to a discussion or re-examination that will result in revisions of the report. More in-depth study may be one result of questioning by peer readers.

The final practicum report should be sent to the cluster coordinator, who will, in turn, forward it to the practicum director at Nova University. Participants are required to submit the original copy of the practicum report to Nova University. Because of this requirement, participants

should make a copy of the report for their own files.

FINAL PRACTICUM REPORT FORMAT

TITLE PAGE

See sample title page on page 19. NOTE: The title of the core module should be indicated on this page.

TABLE OF CONTENTS

All major headings, tables and figures should be included in the table of contents.

INTRODUCTION

A general statement should be included that will enable the reader to identify the nature and scope of the practicum.

BACKGROUND AND SIGNIFICANCE

This should be an expanded version of the statement of significance included in the practicum proposal. A summary of pertinent literature, plus any other statements or assumptions the participant might offer, are appropriate. This is the section that convinces a reader that the problem was worth investigating.

PROCEDURES

The practicum activity should be clearly defined in this section. Such things as data collection, treatment of the data and a rationale for the specific procedures employed should be included.

RESULTS

The results of the investigation should be reported and presented in appropriate terms. If they are of a statistical nature, appropriate tables and figures should be included.

RECOMMENDATIONS

This is the most important section of the practicum report. It is here that the participant is able to bridge the gap between results and operational applications. A list of recommendations should be presented, as well as an explanation of how these recommendations, if institutional, can represent positive change for the institution involved.

If the practicum has been a joint one, each participant is required to submit a summary statement in this section. These statements should reflect what each participant views as the outcomes of the practicum investigation.

(Suggested Format for Practicum Title Page)

TITLE OF PRACTICUM

CORE MODULE

by

John Doe, M. A.

Institution

CLUSTER COORDINATOR

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

DATE

EVALUATION OF A PRACTICUM

When a participant submits a practicum report, Nova University expects it to be in final form - that is, the practicum report will represent a finished project. In no instance should a participant submit a practicum report that is incomplete, in draft form or grammatically incorrect.

As in other graduate programs, Nova University expects quality performance on the part of the participants. Each practicum report will be evaluated in terms of the following criteria:

1. Organization

   A written practicum report should be organized according to the outline on pages 17-18. A logical development of the process should be evident and thoroughness of presentation is expected.

2. Appearance

   The practicum report should be a neatly typed document with the necessary tables and figures accurately presented. The various sections of the report should be easily identified for the reader. In no instance should the participant include computer printouts as part of the report. The necessary data from such printouts should be extracted and included in an appropriate table.

3. Grammar

   Nova University expects participants in the Doctor of Education Program to be capable of expressing themselves in a correct and effective manner. Along these lines, it is important for participants to proof read their practicum reports prior to submitting them for evaluation.

4. Meaningfulness of the project

When the practicum proposal is approved, it is assumed that the participant will carry out the project as proposed. Evaluation will be concerned with whether or not the participant has done what was proposed and if so, how meaningful are the results. In no case does Nova University expect to receive a meaningless or irrelevant practicum report.

SUBMISSION OF PRACTICUM ABSTRACT

As of September, 1973, participants will be required to submit an abstract of their practicum along with the completed report.

This abstract should summarize the purposes and findings included in the report, but should not contain more than 250 words.

Periodically a list of practicum abstracts will be published by Nova University and will be made available to appropriate persons.

The final practicum report and the practicum abstract must be received by Nova University no later than one month following the third or last seminar in any core module.

STYLE MANUAL

Nova University will supply each cluster with ten (10) copies of:

Campbell, W. Form and Style in Thesis Writing. Boston: Houghton Mifflin Company, 1969.

Participants are encouraged to refer to this style manual in the preparation of practicums.

Writer's Name _____

Cluster _____

I certify that I have read this practicum report and have discussed its contents with the writer.

_____ (date) _____ (signature of peer reader)

I certify that I have read this practicum report and have discussed its contents with the writer.

_____ (date) _____ (signature of peer reader)

I certify that I have read this practicum report and have discussed its contents with the writer.

_____ (date) _____ (signature of peer reader)

.....

I certify that I have read this practicum report and that in my opinion it conforms to acceptable standards for practicums in the Doctor of Education Program.

_____ (date) _____ (signature of Practicum Director)

UNIVERSITY OF CALIF.
LOS ANGELES

SEP 28 1973

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

APRIL 1973

NOVA UNIVERSITY

National Ed.D. Program For

Community College Faculty

The Ed.D. Program for Community College Faculty has been established to meet the needs of in-service teachers and administrators that wish to pursue doctoral studies while remaining employed. These needs were instrumental in the formulation of the set of program objectives listed below:

System Process Objectives

1. To make higher forms of graduate education accessible to professionals who otherwise would have little or no opportunity to pursue the advanced degree and remain employed.
2. Provide in-service training experiences which emphasize the unique goals and functions of community and junior colleges.
3. To provide a means for bringing to bear the scarce national talents for community college leaders in universities throughout the country in a sophisticated and coordinated effort wherever clusters are located.
4. To provide an opportunity for community college personnel to select problems that interest and concern them and see these problems through to solutions.

System Product Objectives

1. To increase the number of professionals with doctorates that make a difference in promoting effective learning in students.
2. To increase the employment opportunities for doctorate holders within teaching.
3. To produce an informed set of leaders that are not encumbered by campus walls.
4. To change the faculty and administrative reward system to one that includes a payoff for individuals who earn doctorates from programs specifically geared to the education of community college professional personnel.
5. To foster changes (improvements) in higher educational institutions

through practicums and institutional research projects conducted by participants.

Participant Process Objectives

1. To successfully participate in a program designed to change college environments so that community college students will learn more effectively and efficiently. This participation involves seminars, practicums and institutional research.
2. To continuously monitor progress in the institutional job setting on four dimensions (peer, student, superior and self-evaluation).

Participant Product Objectives

1. To provide leadership toward the goal of student learning and ultimately, student success.
2. To find new ways of bringing the resources of the community, the state, and the nation to bear on the problems that face community colleges.
3. To produce significant improvements in the learning environment in the participants' institutions.
4. Develop an accurate individualized evaluation scheme to monitor progress and when needed, modify elements in the environment.

The program is organized into "clusters" that contain 25-30 students. These clusters are located in various centers throughout the country. Students attend seminars and symposiums at a host community college in their local area and also participate in a one-week summer institute at Nova University in Fort Lauderdale, Florida during two of the three years of study.

The program consists of seven basic activities:

1. National Lecture Seminars

   These seminars are scheduled once a month under the supervision of a member of the National Lecture Staff. A partial list of lecturers is attached to this document.

2. Local Seminars

   Such seminars will counteract the isolation of independent study, reinforce or clarify material given during scheduled seminars and provide additional substantive inputs. These seminars are conducted by professors from universities located in the vicinity of the cluster.

3. Field Practicums

These practicums consist of identification and analysis of an actual community college problem followed by an exploration of alternate solutions, inferential projection of the probable consequences of each, and the selection of an optimum solution which can be put to actual test.

4. Independent Study

Students work with an Independent Study Guide in each of eight competency areas. Study guides direct the independent work of the student; outline job-oriented activities, and presents the structure of the particular content area.

5. On-Campus Symposiums

All symposiums held at Nova University will explore the deeper implications of the subject matter and provide opportunities for students in areas throughout the country to begin a dialogue of sharing and the expression of ideas. The symposiums are intended to elaborate upon applied theory, focusing on predominately current higher education issues.

6. Dissertations

The same criteria as used for typical on-campus programs.

7. Individualized Evaluation

Participants are required to conduct an individualized evaluation that consists of the following dimensions: peer evaluation; self evaluation; student or subordinate evaluation and superior evaluation. A report is filed at the end of each three-month period; the report includes selected instruments geared to the participants' professional interests.

Course Descriptions

The program consist of six core modules. All participants enroll in these core units during the first two years of study. Each module carries nine (9) semester hours credit.

Participants must successfully complete all three phases of each module before a grade (PASS/NO PASS) can be issued.

MODULE AND

COURSE DESCRIPTIONS

I. Core Module

A. Curriculum Development Module

Interrelationship of curriculum and teaching; human growth and educational development; theories of curriculum planning and design; leadership and curriculum change; the school as a socializing agency; organization of learning experiences; cultural pluralism and educational alternatives; the individualization of instruction; community surveys; advisory groups; faculty participation; educational media; computer instruction; principles of programmed instruction; management of objectives; systems theories in education; behaviorally specified objectives; construction of input-output instructional models; behavioral systems; information processing; administration of instructional program.

B. Applied Educational Research and Evaluation Module

Statistical inference; use of statistical methods and tests; experimental research design; educational assessment; theories of accountability; formative and summative evaluation; institutional research; study of campus and community environment; planning and executing research studies; collecting and using data.

C. College Governance Module

Theories of administration; role of the administrator; organization and structure; legal provisions; determining objectives and functions; recruitment of staff; formulation of personnel policies; supervision; academic freedom; participation of faculty in decisions; role of academic rank; admission policies; counseling and guidance of students; student personnel services; budgetary control; expenditures; sources of support; plant planning; maintenance of plant; developing community relationship; providing community services; trends in administration; international community college programs.

D. Learning Theory and Applications Module

Learning research; hierarchal theories; cognitive and affective development; developmental and normative studies in learning theory; reasoning and problem solving learning; memory and thought; behavioral modification; comparative theories of learning disabilities; interface of learning theory and cognitive objective taxonomy.

E. The Educational Policy Systems

Definitions of politics; the educator and politics; political systems approach, allocative theory; interest groups; tactics; community power structure; political influence; state level political system; state legislature; the Governor; courts; state education department; the state board of trustees; national education policy; presidential politics; politics of research; curriculum and pedagogy.

F. Societal Factors Module

Enculturation; impact of mass media; social stratification; social mobility; population growth; modification of educational process by technology; theories of social change; the role of the community; the role of industry; interactional patterns; bureaucratic hierarchy; differential standards; studying the community; use of community resources for students.

II. Specialization Modules

In addition to the six core modules, each participant in the program will pursue two modules of specialization in the final year of study. These modules differ for each area of concentration and are outlined in the following section:

A. Behavioral Sciences

1. Independent Study Module

Students will select a module from the following: group processes; psychopathology; personality and psychotherapy; motivation; career development; counseling psychology; sociology of deviant behavior; human development.

2. Individual and Group Counseling Techniques

Organizational change; group processes; encounter group movement; survey of the works of Berne, Glasser, Perls and Bach; drug prevention.

B. Administration

1. College Finance and Budgeting Seminar

Annual financial operations; state tax support; tuition; college accounting; planning, programming, budgeting systems; financial aid to students; revenue sharing; legislation; long-range planning; federal programs; state college support; legal bases; capital outlay.

2. College Management Systems Seminar

The management of change; accountability; the systems approach; systems cost analysis; simulation; information systems; PERT; CPM; allocation of resources; identification and measurement of the college structure; changing structure to improve performance; assessment of performance; computer systems; operations research.

C. Engineering Technology

1. Educational Technology

Programmed instruction; learning resources center; teaching machines; academic games; instructional simulation, micro-teaching; research in the instructional setting; computer mediated instruction; elements of a CAI system.

2. Independent Study Module

Students will select a module from their own individual technology discipline and develop a personalized sequence of activities with the assistance of their committee chairman. These modules will be provided by the staff at NYIT.

D. Curriculum and Instruction

1. Applied Curriculum Research in Higher Education

Survey of curriculum research; curriculum models; curriculum evaluation; curriculum research design; methodology.

2. Instructional Systems in Higher Education

Systems approach to education; multimedia systems; computer assisted instruction; evaluation and costing of computerized education; simulation; gaming and operations research applications.

Semester Hours Required For Completion of the Ed. D. Program

A. Core Modules

6 Modules x 9 Semester Hours = 54 Hours

B. Specialization Modules

2 Modules x 9 Semester Hours = 18 Hours

C. Dissertation - (No Credit Granted) _____

Total 72 Hours